

Thu 10/29/2015 4:50 PM

RL Gaudino ctb500@yahoo.com

OFFICIAL: Is "Freedom" with no land cause the ignorance of geography in history in the working framework?

Simply, the framework does not - at present - open the local window with the introduction geography in history as the essential foundation of knowledge. Contact me to study the accurate science for the methodology to include the crucial pioneers such as Gilroy, Yount, Vallejo, Chief Solano, Maria Carrillos, Joseph Chiles, etc. Remember, the reason to "Go West" was to own land on the Golden Pacific frontier.

The CDE writers must recognize Golden State History legislation of SR33 Pacific maritime routes in the bibliography as the roadmap for common-core inquiry-exploration along with the other legislation in the narrative standards. At present, you are not giving Senate Resolution 33 the sincere respect for movement, biointeraction, economic geography as being cited later bills.

Yes, poorly written. **The solutions must be measurable outcomes that result from starting the conversations of history for teaching in the classroom! It starts with the "natural" landscape and the birthplace of those American "native" ideals of freedom as individuals and groups apply strategies of survival- their cultural tradition.**

Is the focus of 19th Century expansion is the "Freedom" to expropriate the "wild" landscapes and then commercialization of property rights for landownership and commerce of natural resources?

To realize excellence, the primary purpose is for common-core to establish fair and easy access to the "intelligence" that is framed with the knowledge framework of geography working as the connector between the physical sciences to the social sciences. History has be lived with this daily reality, resulting in the political system of ideas "Freedom" as the subset. Your premise for US History is not accurate, but mythical with no connection to this dirt "NO ROOTS"... that then is no interest to my customer - our youth-at-risk.

Is it not "the fertile continent of North America that has bestowed upon us the hand of providence that unites us as a country?" Our revolution was a mercantile rebellion, not a class war like France with hatred to "cut off their heads."

If we want California to raise its ranking to the US worldwide learning standards. This HSS framework must begin by recognizing the land as the source of our knowledge in mathematics, astronomy, geology, with the social sciences and history - that STEM, English Language Learning grows up from the economic need. We cannot have a future that does not appreciate who we are and inspire the next generation to where we are going!

FYI (the writers have now inserted President Polk but still do not give him the accurate importance. Where is Thomas O. Larkin).

I am working to make a positive contribution to fulfill the youth learning potential. But, with no President Polk, there is no Pacific geography and no accurate history of the US becoming a continental nation from the Atlantic to the Pacific. Now this includes Hawaii, because - like the sailing ship the Brooklyn - you could not reach California without following the current. The influence of Boston merchants and whalers -including the Portuguese as the first rural laborers imported from the Azores, and Genoese from Chile for the Pacific wheat trade - are crucial to the 19th Century. Then the rise Yerba Buena with the food sources from Sonoma mission and Napa Valley.

Your sources are simply Hollywood famous instead of authentic pioneers like George Yount (who?), Sutter and Joseph Chiles.

No mention of the 1841 Bartleson-Bidwell Party for the overland and Nancy Kelsey.

No understanding of Acapulco to Manila resulting in the founding of Monterey, no recognition of Monterey is the US capturing Alta California, no mention of Mariano G Vallejo... you need to have a complete page with the **Pacific-America reality** - including the major transportation route across Panama (it was there in 2009, where is it now?). Most important, no window opens to investigate the historical timeline the push-pull impact of the 1848 student revolutions in Europe that resulted in youth coming for the Gold Rush in 1849.

Remember, we rank no. 49 in the nation - according to the Bay Area Council - for education not because of gold rush miners or a pro football team - due to not having the essential foundation of geography in history and having this narrative for teaching that is full of bias due to ignorance. For example, the agricultural cooperative movement in the founding of Fresno by German immigrants - coming from Russia!

The European waves of immigrants are a big part of our story that are directly connected to the expansion of transportation systems, first along waterways and then by railroads. the rise of California Cornucopia is the Golden State reality.

Your writing is so confusing and jumbled - you go from 1840 - 1862 to 1855 in one sentence clarity due to now knowing what you are talking about. It shows the lack of understanding how to apply the push-pull analysis to framework of science for geo-political influences. The construction of learning growing- like a teacher in the classroom - the system of knowledge from the essential foundation of geography in history.

The writing does not demonstrate an informed narrator.

I am serious. It's no joke if you fail because.... then we will all be failures for having this as the product of systemic analysis of transportation roots (routes) that does not result in accurate conclusions to connect to the global geo-political system. Remember, the SoCal system of politica-geo.

No Stevenson Regiment as "Around the Horn" history, and the US interest in Hawaii and Whaling (Boston)

No US flag raising at Monterey

No Monterey, San Diego and SF coastal trade routes from Chile, Peru, Panama, Acapulco, Monterey to Manila and Canton

No kinship patterns with Carrillos sisters on Mexico-Frontera del Norte to show Spanish landowning system of Alta California-USA.

No Homestead Act and Pacific Railroad Act signed by President Lincoln

No mention of Lincoln being the one vote "No" to annex Mexico.

No Settlers: What is feudalism? How waves of rural immigrants embraced the "Golden State" fertile soil and new US identity (push of 1848 German-French Student "Republicanism" Revolts) and the Pacific Coast future.

AP Giannini and other Europeans forming agriculture cooperatives for "macrofinancing" resulting in the invention of the bank book.

Founding of Fresno as German agricultural Colony and other experiments in progressive capitalism.

No Panama Canal!

If you need to have me join your team as the Golden State History consultant.

my cell is 415.933.4742

Riccardo Gaudino, Director of Research and Design
Golden State History

From: RL Gaudino <ctb500@yahoo.com>
To: Kenneth McDonald <kmcdonal@cde.ca.gov>
Sent: Wednesday, July 29, 2015 5:51 PM

Subject: Poorly written from ignorance

It is my opinion the reason this is so poorly written due to ignorance of the historical timeline and not apply the foundation of geography as the science methodology. Andrew Jackson to the Civil War is totally ATLANTIC prejudice.

The word PACIFIC is not included. This history has no knowledge of the American West development with the influence in competition for the creation of a continental nation - with UK, Russia, Spain, France, Chile, etc.

Most embarrassing is the jumble of facts. The writer does not engage students inquiry of the cause-effects process as historical timeline to demonstrate the development system. The pattern in this system shows this voice has a bias for European exclusion!

In the draft, there was the outline of maritime routes across Panama, etc. But now there is one short line "around the horn of South America" and no recognition of Hawaii.

The West. The West deeply influenced the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it inspired a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image. The West was a changing region (how? due to pioneer exploration of transportation routes) over this period as the country expanded, from the territory opened by the Northwest Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern territories taken from Mexico. The peoples of the West reflected the diversity of the region: American Indians, Mexicans, and Americans **(Europeans, Chinese)**. As Americans moved west, they interacted with established societies, both indigenous and those created by earlier colonizers. Students study how the term the "frontier" affected American settlement and development in the West.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters—farmers with small holdings, artisans, laborers, and middle-class businessmen. Frontier life had a democratizing effect on the relations between pioneer men and women. Original documents will show the varied roles played by frontier women such as California's Annie Bidwell, who promoted women's rights and worked for social change. Women residing in some western states gained the franchise in the late-nineteenth century, earlier than women in other parts of the nation.

In studying Jackson's presidency, students debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. During this time, Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can compare his description of national character in the 1830s as recorded in *Democracy in America* with American life today. Students may also consider Andrew Jackson's legacy in order to evaluate his reputation as a hero for common people. (President Polk)

Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism and "manifest destiny," the sense that Americans had a special purpose and divine right to populate the North American continent. To deepen their understanding of the changing political geography and settlement of this immense land, students might read from the journals

of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike, Jedediah Smith, Christopher “Kit” Carson, and John C. Fremont; discuss the searing accounts of the removal of Indians and the Cherokees’ “Trail of Tears”; and interpret maps and documents relating to the long sea voyages **including around the horn of South America (and across Panama)** and overland treks that opened the West. Teachers include discussions about the role of the great rivers, the struggles over water rights in the development of the West, and the effect of geography on shaping the different ways that people settled and developed western regions. Students study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to **(1846 President Polk national policies for US expansion and conquest from Iowa to Mexico’s Frontera de Norte at Sonoma and Nappa Valley)** the Mexican-American War, its territorial settlements, and the war’s aftermath on the lives of the Mexican families who first lived in the region. Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders. **(1846 Year of Decision President Polk)**

The Causes and Consequences of the Civil War

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore or tolerate. Ultimately, the nation fractured over the debate about the expansion of slavery into newly annexed western territories and states, especially after the discovery of gold in California. Students review the